



## Becoming Role Models for Future Generations of Teachers through USAID's Pre-service Teacher's Diploma



*Naziha Abu-al-Failat © USAID's Pre-Service Teacher Education in Jordan Activity*

Fulfilling her promise to her 9<sup>th</sup> grade math teacher of becoming a proficient teacher as her, and empowering herself to realize this ambition, Naziha Abu-al-Failat, enrolled in the Pre-Service Teacher Education (PSTE) Higher Diploma Program at the Mu'tah University (MU), in Al-Karak governorate, Jordan. The PSTE Higher Diploma Program is an IREX-implemented program with funding from the USAID offering prospective teachers the opportunity to mold their skills and build their capacities through its three modules, Pedagogy for Learning and Teaching, Subject Didactics, and the School Experience Practicum across four Jordanian universities, namely, Jordan University, Mu'tah University, Yarmouk University, and the Hashemite University.

Prior to becoming one of the 252 self-paid diploma students, out of the 1036 enrolled students, Naziha, worked for a limited time as a teacher, commenting on this experience, she said: "Despite being a self-researcher, I was not fully aware of the learning strategies we are being taught at the diploma. I learned I was only implementing a small part of them. Furthermore, putting a proper lesson plan, and preparing subject examinations were some of the aspects of the teaching profession I found to be difficult," leading her to consider changing careers, or pursue other academic avenues. Naziha's motivation to become a teacher was renewed during her PSTE acceptance interview with Dr. Khalida al-Basahbisha, one of the University Teacher Educator (UTE) at MU, during which she asked Naziha how she would react if she was accepted into the program. Responding, she stated she would work on herself development, describing her post-interview state, Naziha said: "As soon as I got home, I began to read and research, especially, after period of eight years of not practicing the profession." After her acceptance, Naziha intensified her effort by looking at global examples from Singapore, Poland, and other countries.



Becoming a PSTE student increased Naziha's self-confidence, which is echoed by her UTE, in addition to her knowledge of her students, and of Mathematics. Describing further the diploma's impact, she said: "It taught me how to frame and pose attractive questions capturing the students' attention." Most importantly, through the diploma and her practicum, Naziha learned proper techniques of classroom management. Naziha elaborated: "I did not know how to deal with the different patterns of thinking. Now, and after diving into the subject of pedagogy, I can activate the entire classroom through creating diverse scenarios and questions attracting the attention of the students and driving them to solve the problem the scenario is presenting despite their differences."

Speaking further about Naziha as a diploma student, Dr. Khalida, said: "Naziha was enthusiastic to enroll in the program, particularly, after igniting her and curiosity and passion to program during my first interview with her as she previously stated. She is keen on sharing the knowledge she learns from the international sources she reads with the classroom as is keen on putting to practice every concept and strategies she learns as part of the program."



*Dr. Khalida Al-Bashabisha © USAID's  
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#### **FOR MORE INFORMATION, PLEASE CONTACT**

Cameron Mirza

Chief of Party, USAID Pre-Service Teacher Education in Jordan

International and Exchange Research Board (IREX)

Phone: +962 776615857

Email: CMirza@irex.org